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ABSTRACT

A social, humanistic movement has emerged which focuses on the desire of many affluent and advantaged citizens for personal, interpersonal, transpersonal, and organizational growth. It has been termed the "Human Potential Movement." Growth centers, which emphasize the integrated totality of the person, have developed all over the United States and throughout the world during the 1960s and 1970s. Within these centers there has been a rediscovery of the body as central to one's unified being and becoming. A unique development among growth centers is the emergence of the Esalen Sports Center, which explores the potential of athletic experiences for eliciting higher levels of awareness. There are many growth centers, colleges, and universities offering body, movement, and nonverbal oriented experiences that can be utilized by physical educators and others as they seek new and different program experiences. (RC)

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THE HUMAN POTENTIAL MOVEMENT: FORMS OF BODY/MOVEMENT/NONVERBAL EXPERIENCING

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Introduction

During the 1960's, and continuing into the 1970's, a social movement emerged, developed in the United States focused upon the search, demand, need of many for a different, changing America ..., for the fulfillment, realization of the American Dream. This movement, person-centered/humanistic in intent, is manifest in the demands, wants of many "minorities", i.e. ..., the poor, aged, chicanos, indians, migrants, unemployed, blacks, gays, women ..., for more equal sharing, participation in the American experiment.

The Human Potential Movement

One facet of this social, humanist movement has developed, focused not upon meeting the social, political and economic wants and needs of the disadvantaged and dispossessed, but rather the psychological/sociological/spiritual hunger of many affluent and advantaged citizens in pursuit of personal/interpersonal/transpersonal/organizational growth, awareness, change, enlightenment. This quest has been aptly termed the "Human Potential Movement" or "Human Potentialities Movement".

The search for personal/interpersonal/transpersonal/organizational growth, awareness, change, enlightenment is evident in innumerable "educational", "growth", "therapeutic", "spiritual" forms, environments, avenues, ways, strategies, methodologies, experiences, approaches available to seekers[1].

Growth Centers

Institutions, settings, places for the development/facilitation of personal/interpersonal/transpersonal/organizational growth, change, awareness and enlightenment have developed, emerged all over the United States and throughout the world during the 1960's and 1970's. Such endeavors are called "growth centers" and have evolved as non conventional social experiments/innovations/inventions. Growth centers emphasize humanness, wholeness, the integrated totality of the person, providing experiences for individuals valuing sensing/feeling/varied ways of knowing as means of personal/interpersonal/transpersonal/organizational facilitation of growth/change in awareness, consciousness, behavior.

Body, Nonverbal, Movement Phenomena

Within growth center experiential emphases is a strong valuing, focus upon mind/body, sensory, emotional, mental spiritual union, ... integrated, unified, total holistic human beings. There has been a rediscovery, renaissance, resurrection of the body as central, integral, valued in one's unified being and becoming. How different from conventional educational institutions valuing primarily the life of the mind, ... with rational, logical, material, symbolic forms and processes overtly/covertly excluding/demeaning/devaluing the worth, significance of body/nonverbal/movement phenomena.

In a continuing endeavor to identify and understand the scope, emphases and meaning of experiences centered in and/or encomprising body/nonverbal/movement phenomena in growth centers, letters were sent in the fall of 1970, 1972 and 1974 to growth centers throughout the world asking for their descriptive literature. Growth centers were identified in the 1974 study from the annual list (1974) of such centers published by the Association for Humanistic Psychology. Over 170 pieces

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[1] See Caldwell, S.F., "The Human Potential Movement" (April, 1971), (January, 1973), (April, 1973) and/or The Physical Educator, December, 1974, and March, 1975 issues.

of descriptive literature were received from centers on the AHP list (274 centers) and others not included on the AHP roster.

Examination of the titles and descriptions of offerings in growth centers revealed an incredible variety and number of body/nonverbal/movement forms, approaches, methodologies, programs, practices, procedures, paths, ways, emphases, resources, opportunities for personal/interpersonal/transpersonal/organizational growth, change, awareness and enlightenment involving body/movement/nonverbal phenomena.

Body/Nonverbal/Movement Forms/Approaches ....

Among the vast and differing number of body/nonverbal/movement experiences/offerings/emphases included in growth center literature received, were the following: bioenergetics, body awareness, meditation, nonverbal communication, gestalt awareness, yoga, psychogymnastics, massage, hypnosis, breathing, centering, tai chi chuan, aerobics, biofeedback, Alexander technique, Reichian therapy, kinhin, space awareness, structural integration polarity therapy, accupuncture, sensory awareness, neo-Reichian work, Arica, movement therapy, dance, movement, Feldenkrais, shiatsu, reflexology, trance dance, acupressure, touch, energy work, stretching, kung fu, asanas, zone therapy, chiropractic, biorhythms, auto-suggestion, sensing, nudity, sensory saturation, pranayama, aikido, healing, trance induction, physical dynamics, body language, group energy, physiosynthesis, body numerology, somatography, wu chi, blending, movement spontaneity, psychopantomime, kinesic technique, structural patterning, eurhythmics, creative movement, spinal control/release, jogging, focusing, sensation primals, energetic anatomy, sexercises, resistance conditioning, do-in, consciousness awareness, body release, body rhythms, sufi exercises, moving meditation, kath generation, walking japa, bio-relaxation, endurance, flexibility, strength, inner space disciplines, physical character analysis, energy work, skiing, tai-do, psychosynthesis, play, sexuality, karate, psychomotor training, homeopathy, lomi body work and sport.

The nonverbal/body/movement experiences/offerings/emphases listed and described in the growth center literature most frequently were centered on: Gestalt; the body; movement; bio-energetics; energy; massage; meditation; sensory/body awareness; encounter; psychosynthesis; tai chi chuan; structural integration (Rolfing); structural patterning; dance; Feldenkrais; yoga; breathing; biofeedback; nonverbal communication; hypnosis; polarity therapy; Reichian/Neo-Reichian work; aikido; relaxation; the Alexander technique and sport (Esalen Institute).

Other experiences/offerings/emphases cited less frequently included: centering; arica; movement/dance therapy; acupuncture; primal therapy; healing; shiatsu; sufi dancing/exercises; psychomotor therapy; weight control and lomi body work[2].

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[2]Information about some of these approaches may be found in: Caldwell, S.F., "The Human Potential Movement: Body/Nonverbal/Movement Approaches to Human Growth". Research paper, Southwest District AAHPER Conference, April, 1975; Otto, Herbert and John Mann (Editors). Ways of Growth. New York: The Viking Press, 1968; Peterson, Severin. A Catalog of the Ways People Grow. New York: Ballantine Books, 1971. Rappaport, Bernard. "Carnal Knowledge: What the Wisdom of the Body has to Offer Psychotherapy", The Journal of Humanistic Psychology, 15:49-70, Winter, 1975. "The Esalen Catalogue", Esalen Institute, 1973 Union Street, San Francisco, California, 94123.

Within the diversity and breadth of body/nonverbal/movement experiences/offerings/emphases cited in growth center literature, there are central trends/emphases/threads/thrusts existing and emerging valuing:

1. The existential "here and now" moment of ones unique individuality, beingness, well-beingness, becomingness, aliveness and full humanness.

2. Awareness and full utilization of one's bodily, sensory existence.

3. Facilitation of "psychophysical synthesis and integration", experiencing self, as total, whole, mind - body - emotions - spirit - environmental integration.

4. Experiencing deeply and fully the affective existence of others.

5. Physical contact with others.

6. Experiencing the changingness, energy, structure, freedom, pleasure of the somatic aspects of consciousness.

7. Exploring and experiencing widely and deeply the meaning and significance of movement in developing, heightening, expanding, altering communication/expression/awareness/consciousness with self/others/environment.

8. Innovative, experimental, experiential forms and processes free from more traditional, conventional western institutionalized limitations.

9. Body/somatic experiencing in individualized and group settings as therapeutic/catharsis/growth enhancing/growth/movement toward/experiencing of self-realization/emotional freedom/attainment, realization of personal potentialities.

10. A merging, blending of Eastern-Western philosophy/disciplines/practices focused upon attainment of mind/body unity/oneness/integration/union in/with the universe/cosmos.

11. Utilization/valuing of body/nonverbal/movement experiencing as a mode for developing latent existing energy, extraordinary powers in transpersonal/psychic/higher states of awareness/consciousness/spirituality.

12. Development, control of self-initiated/self-directed/willed processes/states for directing/controlling internal biological processes/activities/states of being.

13. Bodily/postural/structural alignment/patterning/awareness/balance/integration to free, unblock-muscular tension/muscular armor, facilitate energy flow/relaxation and increase structural balance/harmony, movement effectiveness and efficiency.

14. Movement/nonverbal/body experiences to still/quiet/calm/center mind/body/sensation/feelings through deep relaxation, movement processes/experiences for inner peace/harmony/tranquility/oneness/cosmic energy/samadhi, satori/cosmic consciousness.

15. Development, utilization of body/somatic experiences to free/release/utilize energy centers/energy flow for healing.

Esalen Sports Center

A unique development among growth centers is the emergence of the Esalen Sports Center. This center was established in the spring of 1973 to "help broaden the

perspective in athletics and physical education", effect "a psychosynthesis of sports", "increase participation in sports" and explore "the potential of athletic experiences for eliciting higher levels of awareness" through the sponsorship of programs "relating Esalen techniques and disciplines to specific sports ... and ... sports in general, i.e., centering in athletics, developing concentration, new ways of limbering up, body awareness and movement" (5:2-3).

Among the sports program experiences offered through Esalen Institute from 1973-1975 were the following titles taken from the Esalen Catalog: ongoing sports seminar, tennis flow, golf and energy awareness, the way of hiking, a sports institute, a reunion with the sea, the joy of the mountains, jogging, conditioning and creativity, women in motion, inner game of tennis, new games, structural patterning in sports, aikido and creativity in sport, sensory awareness in sports, body flying: an experience in self launch flight, esalen/outward bound, the use of energy and centering and sport, cross country skiing, Feldenkrais and the world of sport, coaches, and their hang-ups, dance, athletics and the energy body, high forms of athletic practice and physical-well being, rolfing and Feldenkrais, hypnosis and think training, yosemite mountaineering meditation, canoe making and river discovery, knowing your body in water, tai chi chuan and everyday life, the Percy Wells Cerutty clinics, Esalen sports center summer institute, backpacking, body awareness and encounter for women, western sport as yoga and new tools for psycho-physical development.

Physical Education

The effort of the Esalen Sports Center to extend the philosophy, practices and experiences of Esalen Institute into the field/s of sport/athletics/physical education is still in its infancy and it is difficult to assess the success or lack of it and/or its impact upon California physical education, much less programs throughout the country, at this time. This new thrust/emphasis/direction in sport/athletics/physical education certainly comes as a fresh breeze blowing in over many traditional, stale, timeworn programs, practices and procedures in the field.

There are some indications that acceptance/use/diffusion/institutionalization of growth center emphases in body/movement/nonverbal phenomena is occuring as colleges and universities, experimental college classes and university/college extension classes in California have offered/are offering experiences in tai chi chuan, structural integration (rolfing), structural patterning, Feldenkrais, Zen movement, kundalini yoga, hatha yoga, bellydancing, meditation, inner game of tennis, biofeedback, hypnosis, Asian martial arts, body awareness, breathing, bioenergetics, polarity therapy, gestalt, karate, etc. The acceptance/appropriateness/infusion of such experiences into public/private school programs remains to be seen.

Traditional programs, practices and procedures in the field of physical education have valued primarily the attainment of objectives in the neuromuscular (fitness) and psychomotor (skill) domains and less frequently and (perhaps, successfully) objectives in the cognitive (knowledge, understanding) and affective (feeling, emotion) domains within the structure of generally known, established cultural forms (sports, dance, exercise, games) of movement.

The almost pathological obsession with winning in secondary school athletics/sport and general, depersonalized, throw-out-the-ball and/or mass teaching in many secondary schools offers little, if anything for many youngsters who do not know, have not experienced a self-competitive or cooperative/joyous/"high" in movement activities; who are not yet aware of the personal possibilities of "different" kinds of movement/body/nonverbal experiences available, not yet offered to/for them, in/thru their school programs.

The Problem/Challenge

The time is here and now. There are many growth centers, colleges and universities offering movement/nonverbal/body oriented experiences that can/could be utilized by physical educators, dance educators, coaches, athletic trainers, etc. in their work to experiment with, innovate, test out and try new, different, program experiences, practices and procedures as they feel competent, comfortable, skilled, mature and secure enough to risk enrolling in/taking such classes/courses and then sharing their learning/growth/understanding with their colleagues and their students.

Some Questions/Suggestions ...

1. The significance of/importance to/impact upon students in elementary/secondary/junior college/college and university physical education/dance/sports/recreation/exercise/athletic, etc., programs of experiences centered in such approaches as yoga, tai chi chuan, aikido, centering, meditation techniques, body awareness, biofeedback, Feldenkrais, relaxation work, breathing techniques, bioenergetics, gestalt awareness, etc.?

2. Is not corrective physical education/adapted physical education/developmental, remedial physical education "therapeutic" as well as "educational"? And what would be/is the value to teachers in this area of experiences/understandings of structural integration, structural patterning, the Alexander technique, arica work, bioenergetics, dance/movement therapy, Feldenkrais, lomi body work, polarity therapy, psychomotor therapy, breathing techniques, massage, etc.?

3. Are athletic trainers "trainers", ... or are they, should they be sports/athletic "therapists", "healers" as well as "trainers"? And what of the value to such persons of experiences/understandings of differing types/techniques of massage, self-hypnosis, polarity therapy, relaxation techniques, energy development/flow, breathing techniques, etc.?

The challenge of new directions, new alternatives, new purposes/forms/meanings for body/movement/nonverbal experiences for people in athletics, physical education, recreation, dance, sport, etc., is exciting. It looks like we are on the way.

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